

# Midwest Conference on Differentiated Instruction

## July 21, 2012 - July 25, 2012

### **MB14**     **Activating Student Involvement in the DI Classroom: Discussions & Activities (Gr. 3-12)**

**Betty Hollas**

All resource materials not specifically identified as being reprinted from another source is copyright © 2012 by Betty Hollas.  
You may not distribute, copy, or otherwise reproduce any of this material for sale or for commercial use without written permission from the author.



#### **Bring SDE presenters to your school!**

SDE can bring customized training directly to your school.  
For more information call SDE's Professional Development Specialists at  
**1-877-388-2054** or visit **[www.SDE.com/onsitetraining](http://www.SDE.com/onsitetraining)**

# Plot Your Profile

6																	
5																	
4																	
3																	
2																	
1																	
0																	

Avid reader

Good at drawing

Life of party

Athletic

Likes to be alone

Likes math

Can sing

Likes to be outdoors

# QUESTIONS TO EXPLORE

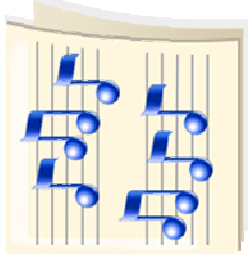
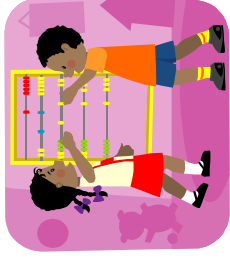
- Who are you as learners?
- What will “fair” mean in this room?
- How should I teach you given our differences?
- How will I know if you are being successful? How will you know?
- What will our classroom be like so that it can work for all of us?

– Adapted from *Leading and Managing a Differentiated Classroom* by Carol Ann Tomlinson and Marcia B. Imbeau

# WHAT CAN BE ASSESSED?

READINESS	INTERESTS	LEARNING PROFILE
Skills	Hobbies	Social/Emotional Factors: <i>*Language</i> <i>*Culture</i> <i>*Health</i> <i>*Family</i> <i>Circumstances</i> <i>*Special</i> <i>Circumstances</i> Learning Style Multiple Intelligences
Content	Likes	
Concepts	Dislikes	

# MULTIPLE INTELLIGENCES



Verbal-Linguistic

Bodily-Kinesthetic

Logical-Mathematical

Interpersonal

Visual-Spatial

Intrapersonal

Musical

Naturalist

# TALE OF TWO BRAINS

- **MALE BRAIN IS HARDWIRED TO:**
  - Take risks
  - Be competitive
  - Learn through movement
  - Identify the Alpha male in the group
  - Hear about 20% less than females
  - See movement with the retina (not details and color, but movement)
  - Male emotions take 5 hours to travel throughout the brain
  - Have the ability to compartmentalize information
- **FEMALE BRAIN IS HARDWIRED TO:**
  - Process emotions in 2-3 minutes
  - Female brain is like a big ball of wire
  - When women get stressed, they want to cry and talk about it
- **IMPLICATIONS**
  - Do not call a male out and want to talk to him immediately after a fight.
  - Fastest way to help males calm down is to have them drink water because it dissolves the cortisol (stress hormones). Girls cry to dissolve the hormones.
  - Competitive Activities: Need to be relational and competitive, not autonomous and competitive
  - Male brains are made of boxes.  
When a male gets stressed, he goes to his nothing box.
  - Female brains are a big ball of wire.  
Women cry and talk.
  - We do not discipline girls for that.
  - However, if a boy goes to his nothing box, we say he is disrespectful. So we discipline him.

# LESSON LAUNCH CUBE GAME

1. As a whole group, list as many questions as possible about this topic.
2. Invent two difficult questions about this topic.
3. What might be the most interesting thing to learn about this topic?
4. Each player in the group must list one thing they already know about the topic.
5. What interesting steps could you take to learn about this topic?
6. Give a few reasons why it is important to learn about this topic.

# ONGOING ASSESSMENT CONTINUUM

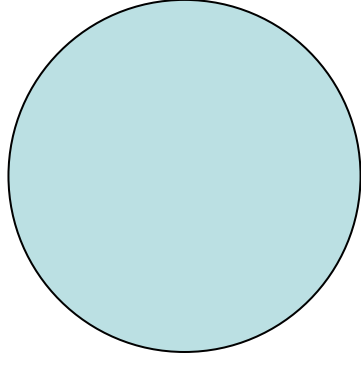
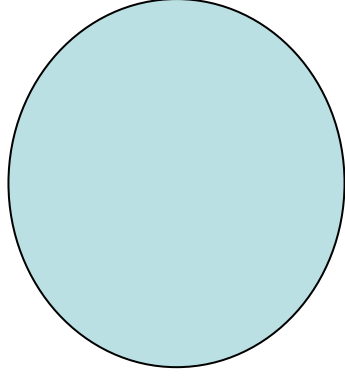
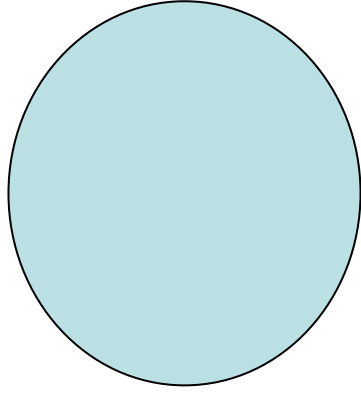
---

PRE- ASSESSMENT Discovering	FORMATIVE ASSESSMENT Checking Up	SUMMATIVE/FINAL ASSESSMENT Making Sure
-----------------------------------	--	--



# TEAMBUILDING

The process by which a group of students  
with different backgrounds and  
experiences become a collaborative and  
caring team



2 times a week

# TEAM BUILDING

## THREE FACTS AND A FIB

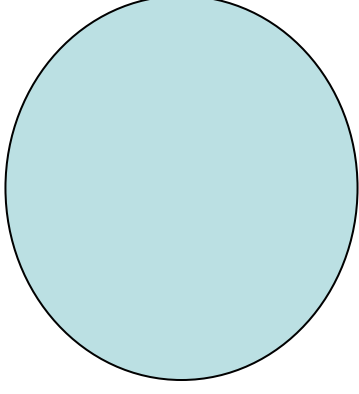
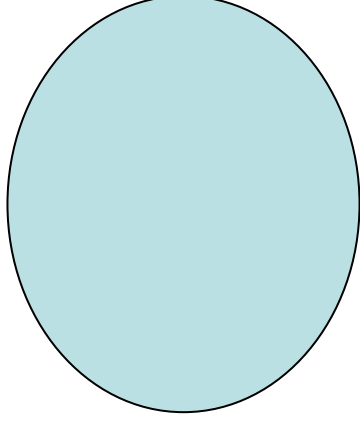
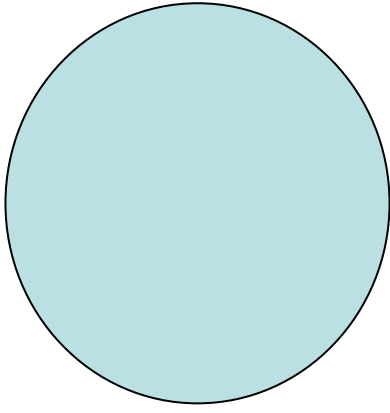
- Write down four statements about you.
- Make three true about you and one not true.
- Ask others to read your four statements.
- Each person makes a guess about the fib.
- If they can't guess the fib, they sign your paper!

## TEAM INTERVIEW

- Students form groups of four.
- The teacher or group leader announces a topic.
- Students interview first teammate.
- Remaining teammates are interviewed.

# CLASSBUILDING

The process by which a room full of individuals with different backgrounds and experiences become a caring community of active learners



FUN = 1 TIME PER WEEK  
CONTENT = WHENEVER IS NEEDED

# THE PREDICTIVE POWER OF MINDSET

## PERFORMANCE ORIENTED

### FIXED

- Success comes from being smart
- Genetics, environment determine what we can do
- Some kids are smart, some aren't
- Teachers can't override students' mindsets

## LEARNING OR TASK ORIENTED

### GROWTH

- Success comes from effort.
- With hard work, most students can do most things.

# EFFECTIVE FEEDBACK

- Gives the student acknowledgment of what's right
- Gives the student specific help or direction to fix what's wrong
- Gives the student specific understanding of what he/she needs to do next

## LIST OF RELATED CITATIONS

“Critical Conversations that Invite Students to Active Participants in the Differentiated Classroom”

Betty Hollas

Himmele, Persida, and William Himmele. (2011). *Total Participation Techniques*. Alexandria, VA: ASCD.

Hume, Karen. (2011). *Tuned Out*. Toronto, Canada: Pearson Canada.

Hume, Karen. (2010). *50 Tools and Techniques for Classroom Assessment*. Toronto, Canada: Pearson Canada.

Kagan, Spencer. (2004). *Cooperative Meetings*. San Clemente, CA: Kagan Publishing.

Strickland, Cindy. (2009). *Professional Development for Differentiating Instruction*. Alexandria, VA: ASCD.

Tomlinson, Carol Ann, and Marcia B. Imbeau. (2010). *Leading and Managing a Differentiated Classroom*. Alexandria, VA: ASCD.